Saint Charles Primary SEND Information Report

October 2026

Saint Charles is an inclusive school; we provide a curriculum which enables each individual child to reach his or her full potential. We aim to enable each child to reach the highest possible standards of achievement whilst recognising and valuing differing natural abilities, and strengths and difficulties among the children.

How does St. Charles know if children need extra support?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made
- There is a change in the pupil's behaviour or needs.

Who should I contact to discuss the concerns or needs of my child?

The class teacher should be the initial point of contact. He/she is responsible for adapting and refining the curriculum to respond to the strengths and needs of all pupils.

If there are concerns about your child you may contact, or be contacted, by the SENCO, Paula Byrne.

The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND.
- Liaising with class teachers who have SEND pupils in their class.
- Liaising with Learning Support Assistants to ensure they are providing appropriate provision for the pupils they work with.
- Communicating with SEN assistants who provide SEN support in class.
- Advising on the use of the schools delegated SEN budget/resources.
- Provide specialist advice and training to ensure all staff are confident about meeting a range of pupils needs.
- Liaising with Outside Agencies who can offer specialist advice and support.
- Communicating with potential next providers of education.
- Working with the Head Teacher and Governors to ensure that the school meets its responsibility under the Equality Act 2010.
- Ensure all records for pupils on the SEND Register are up to date.

How will the curriculum be matched to my child's needs?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Termly, weekly and daily planning will take into account individual needs. Differentiation is planned for in a variety of ways to ensure all pupils can succeed and be challenged in all of their lessons. We regularly review the professional development for all teaching and support staff to ensure there is the appropriate expertise to support all children's needs.

In collaboration with the class teacher, additional adults may offer one to one or small group support to meet more specific learning needs.

When a child is identified as having a Special Educational Need, they will be placed on the SEND Register. Class teachers meet with the SENCO in October, February and June to review progress, to write a personalised "Passport to Learning ", short term targets are set which prioritise key areas of learning or behaviour to address, and by which progress can then be measured.

Specialist resources may be given to a pupil where appropriate.

How will St. Charles support my child? What types of support are available?

Each pupil's curriculum will be planned by the class teacher. Each teacher will endeavour to plan and deliver high quality teaching which will be differentiated to meet each pupil's individual needs. Planning may also take into account additional support from other adults in the class.

If a pupil has needs related to more specific areas of their education then a pupil may receive support in small group interventions. The length of time of the intervention will vary according to need. Interventions are regularly reviewed by all involved to consider the effectiveness of the provision and to inform future planning. All interventions are recorded on a pupil's Passport to Learning.

Pupil Progress Meetings are held each term. Class teachers meet with the Head, Assistant Head and SENCO to discuss the progress of each pupil in their class. These meetings may highlight issues regarding progress and learning and they are a good opportunity to plan future support.

Some pupils may need specialist support from Outside Agencies. A referral will be made with the consent of the parents and forwarded to the appropriate agency.

Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**

- **Sensory and/or physical needs**
  - At St Charles we have a 3 tiered approach to supporting a child's learning.
    Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
    Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.
      - Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

    Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child.

How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific interventions.

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved, and if not what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

You and your child will be encouraged to be actively involved throughout all stages of support.

How will I know how my child is progressing? How will I be involved in discussions about my child's education? How will St Charles consider my views and those of my child?

At St Charles we believe it is very important that parents and school work together and we encourage regular discussions.

Class teachers will be happy to make an appointment to see you during the week before or after school if you need to discuss your child.

You will be able to discuss your child's progress at Parents Evenings. These take place in the autumn and spring term. There will also be an opportunity for you to meet the SENCO each term. Parents are encouraged to comment on their child's progress and personal targets set on

the Passport to Learning, the SENCO welcomes these comments and they are kept in your child's file, which is held by the SENCO.

At St Charles we actively encourage pupil voice and pupils will be asked how they feel about their learning, targets and progress. After class teachers have agreed and shared new termly targets with pupils, the pupils will complete their own Passport to Learning page which will be shared at Parents Evening, a copy will be sent home and a copy kept in the pupil file. In addition, pupils views about their learning and progress is also sought through the completion of an annual pupil questionnaire.

If your child has an Education, Health and Care plan (EHCP) you and your child will also be able to share your views at the Annual Review.

You can also contact the SENCO who will be happy to make an appointment to see you.

How will you help me support my child's learning?

The class teacher may suggest ways of how you can support your child at home.

Mrs Byrne (SENCO) may meet with you to discuss how to support your child if there are concerns around progress and learning, social or emotional needs.

If outside agencies or the Educational Psychologist are involved, they may suggest programmes of study which can be done at home.

How does St Charles ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At St Charles we believe that your child's learning needs will be met firstly through the high quality teaching delivered by his/her class teacher. This will include quality assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child to do their best.

The school staff (teaching and support staff) participate in a wide range of professional development to ensure there is the appropriate expertise to support children with SEND. The school uses expertise from professionals within the school, advice and support from professionals from outside organisations and providers and accesses a wide range of external training opportunities.

These include:

- Training delivered by the Bi-Borough Inclusion Service
- Training and Outreach team based at QE2 School
- Speech and Language Therapy universal training offer
- Training from our school nurse

In response to particular needs, individual training is arranged when necessary.

What support will there be for my child's overall well-being?

At St Charles we believe that the happiness and well-being of all our pupils is paramount. All staff take this aspect of school life very seriously. The school offers a wide variety of pastoral support for pupils who are encountering emotional or social difficulties.

These include:

- Class teachers teach PHSE and use circle times to support pupil's social and emotional development.
- Delivery of the Mind Up Curriculum in each Year Group
- Support for pupils and parents from our Education Mental Health Team (EMHT)
- Weekly lunchtime Lego Club run by the SENCO and SEN Assistant.
- Weekly Nurture groups run by the SENCO.
- Support from our school ELSA's (Emotional Literacy Support Assistant)
- The SENCO is a trained Youth Mental Health First Aider
- SENCO is the Senior Mental Health Lead
- Pastoral Support Plans

Please talk to your child's class teacher or the SENCO if you have any concerns about your child's social, emotional or mental needs.

How is my child included in the same activities as his/her peers at St Charles?

At St Charles we are an inclusive school and provide equal opportunities for all children. All school clubs and educational trips are available to all children. If necessary St Charles will make reasonable adjustments to ensure children with SEN and/or disabilities are included in all activities.

What is an Education, Health and Care Plan (EHCP) and who can request one for my child?

The purpose of an EHCP, which replace Statements of SEN, is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHCP will contain;

- The views and aspirations of you and your child,

- A full description of his/her special educational needs and any health and social care needs,
- Establish outcomes for your child's progress,
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.
- You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or Head, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

You can find information about the **Bi-Borough Local Offer** from the following link

www.rbkc.gov.uk/localoffer

What specialist services and expertise are available at or accessed by the school?

- The Bi-Borough Inclusion Service which consists of the Autism Advisory Team, the Sensory Support Team and the SEN Occupational Team.
- Bi-Borough Ormiston Outreach Team (OAT)
- Early Help for Families
- CAMHS (Child and Adolescent Mental Health Service)
- Behaviour and Family Support Team (BFST)
- Social Services
- School Nurse
- Speech and Language Therapy
- Educational Psychologist
- Child Development Service

How accessible is the school environment?

We currently have:

- Ramps into school to make the building accessible to all.
- Toilets adapted for disabled users.
- A disabled lift to provide access to the Computer Suite and the Library.

How will St Charles support my child during transition stages?

We liaise closely with the school or nursery your child is transferring from. We discuss with the relevant teachers any individual needs and how to support your child best in school.

Between transition points (between classes each year and at the end of Key Stages) all staff are made aware of all individual pupils' needs, their learning progress and the best support strategies.

St Charles makes arrangements to ensure there is a smooth transition when your child transfers to Secondary School.

Who can I contact if I have a complaint about the SEND provision made for my child?

At St Charles, any parental/carers' concerns are important. Initially, speak with your child's class teacher and/or the SENCO.

If this does not address your concerns you should contact the Head, who will be happy to meet with you. The Head may direct you to the school's Complaints Policy.

Who will I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCO, Paula Byrne.

Updated by Paula Byrne (October 2025)